

## APPENDIX A

### Suggested sources to enhance current classroom practices

**Advanced Reading Enhancement Approach (SD READS):** <http://www.state.sd.us/deca/area>. AREA assists South Dakota Kindergarten through 5<sup>th</sup> grade teachers in gaining a deeper understanding of the literacy acquisition process and instructional practices that will allow students to become engaged lifelong literacy learners. This year-long professional development opportunity allows teachers to analyze current instructional approaches and outcomes, gain knowledge about assessment skills to measure student achievement, learn about new, effective, research based instructional practices, and set measurable goals for improved instruction and student outcomes.

**American Classical League:** <http://www.aclclassics.org/>. The American Classical League site offers a catalogue of materials for teaching mythology and classical literature at all grade levels as well as an extensive list of links to other useful sites. The League also sponsors the National Mythology Exam for which teachers can register their students.

**American Library Association:** <http://www.ala.org>. This site contains links to *Booklist* and *Book Links* magazines and to the ALA's "Notable Books" lists. A page dedicated to parents and the public presents a calendar of library activities.

**Association for Supervision and Curriculum Development (ASCD):** <http://www.ascd.org/>. The ASCD site provides information about upcoming conferences, workshops, and online professional development courses on curriculum development and assessment. It also offers an extensive list of ASCD publications and other materials that can be purchased from their online store.

**Center for the Improvement of Early Reading Achievement (CIERA):** <http://www.ciera.org/ciera/>. This site contains a huge collection of research reports about various aspects of early literacy. Other features include a bulletin board for educators to post effective "ideas @ work," and a page of useful links to other resources.

**The Folger Shakespeare Library:** <http://www.folger.edu>. This site offers an extensive section on teaching Shakespeare that contains lesson plans for teaching individual plays as well as helpful resources and links.

**The International Reading Association (IRA):** <http://www.reading.org/>. This site is a rich resource of various materials related to reading instruction.

**The Internet Public Library:** <http://www.ipl.org/>. This site offers "youth" and "teen" sections that contain links to online texts of stories, poems, and classic novels. The site also provides suggestions for titles and links to many other literature resources.

**The Library of Congress:** <http://www.loc.gov>. The designers of this labyrinthine site supply a detailed site map of links to many fascinating resources, many of which are online. The American Memory section offers a Learning Page, which contains teacher-created lessons, classroom activities, and professional development opportunities. Another rich resource is the Center for the Book section. <http://lcweb.loc.gov/loc/cfbook/> lists activities like the Letters About Literature program.

**National Council of Teachers of English:** <http://www.ncte.org/>. This site is a rich resource for teachers of all grade levels. It offers a special section for new teachers containing features like "cybermentors," chat rooms, and helpful links. The site also manages several online discussion forums and focused listservs as well as an online bookstore and an extensive bulletin board of teaching ideas.

**National Endowment for the Humanities:** <http://www.neh.fed.us>. This site provides information about the wealth of summer institutes and other opportunities for teachers offered by NEH. Also featured are online courses and a link to EDSITEMent, an NEH site that brings together top humanities websites and online lesson plans.

**National Research Center for English Learning and Achievement (CELA):** <http://cela.albany.edu/>. Like the CIERA site, this site contains a wealth of research on effective English Language Arts instruction. Notable among the research studies is a report on the practices of middle and high schools that “beat the odds” by doing better than expected on their state’s competency test. (<http://cela.albany.edu/eie2/index.html>).

**South Dakota Council of Teachers of English (SDCTE):** <http://www.sdcte.dsu.edu>. The purpose of this organization is to increase the effectiveness of English teaching throughout the state, to foster friendly relationships among its members, to act as a clearinghouse in circulating information of value, and to keep teachers posted as to the latest educational movements and findings.

**South Dakota EdWeb:** [www.SDEdWeb.com](http://www.SDEdWeb.com).

#### **Educators**

The Educator section is designed to provide links to services and resources for both instructors and administrators. A key element of this section is the guide to quality instructional resources, lesson plans, and online activities focusing on the knowledge and skills that the state as a whole wants students to master. All instructional links have been correlated to the South Dakota core content standards.

#### **Students**

The Student section is designed to provide a safe online learning environment with access to learning activities and homework help to assist K-12 students succeed in their studies. The site is built on two types of searches, one that will allow students to search for information based on subject area and/or grade level, and another that allows students to search the site based on their own keyword entries.

#### **Parents**

The Parent section is designed to index websites that promote best practices and support parents within all areas of child rearing. For parents who are involved, committed, and responsive to family needs, the SD EdWeb provides practical guidance to affect children’s education and overall development.

### **JOURNALS**

***Booklist*** The digital counterpart of the American Library Association’s *Booklist* magazine, offering reviews of the latest books and electronic media. Provides a searchable engine as well (<http://www.ala.org/booklist>).

#### ***Book Links: Connecting Books, Libraries, and Classrooms***

The bimonthly *Booklinks* magazine reviews children’s books that have been grouped into thematic areas. *Booklist* magazine reviews books, electronic media, and reference works for both adults and children. Both periodicals are published by the American Library Association, 50 E. Huron Street, Chicago, IL 60611 (<http://www.ala.org/booklinks>).

#### ***Bulletin of the Center for Children’s Books***

This journal provides critical annotations, indications of grade level/age, and reviews of children’s literature. It is published by Graduate School of Library and Information Science, University of Illinois and University of Illinois Press, 1325 South Oak, Chicago IL, 61820 (<http://alexia.lis.uiuc.edu/puboff/bccb/>).

#### ***The Horn Book Magazine***

This magazine reviews books written for children and publishes articles about literature for children. It is published by The Horn Book, Incorporated, 11 Beacon Street, Suite 1000, Boston MA 02108 (<http://www.hbook.com/>).

#### ***MultiCultural Review***

The journal features reviews of new print and non-print resources on multicultural topics, and articles that explore current issues. Its address is 88 Post Road, PO Box 5007, Westport, CT 06881-5007 (<http://www.mcreview.com>).

#### ***School Library Journal***

Both the print and the online versions review professional reading, books for children and young adults, audiovisual materials, and computer software. The address for the print version is P.O. Box 16388, North Hollywood, CA 91615-6388. The online version is at <http://www.slj.com>.

## PROFESSIONAL JOURNALS THAT REVIEW LITERATURE IN EACH ISSUE

*The English Journal* (secondary) published by the National Council of Teachers of English.

*English Teaching Forum*, intended for teachers of English as a foreign or second language, is published by the United States Information Service (<http://exchanges.state.gov/forum/>).

*The Journal of Adolescent and Adult Literacy* published by the International Reading Association.

*Language Arts* (elementary) published by the National Council of Teachers of English.

*The Reading Teacher* (elementary) published by the International Reading Association.

*Voices from the Middle* published by the National Council of Teachers of English.

Note: At the time of publication, the web addresses listed were functional. If a link does not work, find the organization in question by using a search engine such as [www.google.com](http://www.google.com), or [www.northernlights.com](http://www.northernlights.com).

## BOOKS

*Offered at DECA sponsored clinics or at Reading Clinics:*

*Teaching Reading in the Content Areas* by Bill Meyer, Rachel and Mary Lee Barton. It is available from ASCD.

*Put Reading First* Partnership for Reading, a collaborative effort of the National Institute for Literacy, the National Institute of Child Health and Human Development, and the U.S. Department of Education, September 2001.

## OTHER BOOK RESOURCES:

Allen, Janet. *Yellow Brick Roads: Shared and Guided Paths to Independent Reading 4-12*. Stenhouse, 2000.

This book offers research-based methods for helping teachers move toward establishing comprehensive literacy instruction in the school or classroom.

Allington, Richard. *What Really Matters for Struggling Readers: Designing Research Based Programs*. Longman Publishing Group, 2000.

Atwell, Nancy. *In The Middle: New Understandings about Reading and Writing*. 2<sup>nd</sup> ed. Boynton/Cook, 1998.

Cunningham, Patricia J. and Dorothy P. Hall. *Making More Words*. Good Apple, 1997. Each 15-20 minute lesson invites students to explore words, letter/sound relationships, and letter patterns. Includes 10 warm-up lessons, thematic tie-ins for cross-curricular use, reproducible letter cards, and take-home sheets.

Cunningham, Patricia, and Dorothy P. Hall. *Making Words*. Good Apple, 1994. This innovative book combines phonics and spelling in 150 hands-on activities that will challenge children as they learn new words and sort them by letter patterns, prefixes, suffixes, and big word parts. With each lesson, students use pre-selected letters to make 15-20 words, starting with short words and building to longer words.

Cunningham, Patricia. *Month by Month Phonics*. Carson-Della Rosa, 1998. Helps students become better readers and writers. Students will learn to apply reading and writing strategies, spell commonly misspelled words, and use visual cues to check word context.

Cunningham, Patricia. *Phonics They Use: Words for Reading and Writing*. Longman, 2000.

Dorn, Linda. *Apprenticeship in Literacy: Transitions Across Reading and Writing*. Stenhouse, 1998.

Dorn, Linda. *Scaffolding Young Writers: Writer's Workshop Approach*. Stenhouse, 2001.

Farstrup, Alan and S. Jay Samuel. What Research Has to Say About Reading Instruction. 3<sup>rd</sup> ed. International Reading Association, 2002.

Fletcher, Ralph and Joann Portalupi. Craft Lessons: Teaching Writing K-8. Stenhouse, 1998.  
A practical text for the over-scheduled writing teacher who wants to give students fresh challenges for their writing but doesn't have time to pore over dozens of books to do so.

Fletcher, Ralph and Joann Portalupi. Writing Workshop: The Essential Guide. Heinemann, 2001.  
Writing Workshop is a practical book, providing everything a teacher needs to get the writing workshop up and running. The authors explain the simple principles that underlie the writing workshop and explore the major components that make it work.

Fountas, Irene and Gay Su Pinnell. Guiding Readers and Writers (Grades 3-6): Teaching Comprehension, Genre, and Content Literacy. Heinemann, 2001. This three-block framework is a conceptual tool for organizing instruction. Throughout the book are guidelines for arranging schedules and integrating the curriculum components of the framework. The framework is flexible, allowing numerous variations in content, student groupings, daily time frames, and the level of teacher-directed instruction.

Ganske, Kathy. Word Journeys. Guilford Press, 2000. This book presents a highly practical approach to assessing children's spelling and word knowledge abilities, and offering effective, appropriate instruction.

Harvey, Stephanie and Ann Goudvis. Strategies That Work. Stenhouse, 2000. Teaching comprehension to enhance understanding. The authors make complicated theories of comprehension accessible to teachers. Their focus is showing what reading is for, along with the strategies of how to make connections between texts, lives, learning to read fiction, nonfiction, and all the genres.

Hoyt, Linda. Make It Real: Strategies for Success with Informational Texts. Heinemann, 2002.

Hoyt, Linda. Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension. Heinemann, 1998.  
Provides a detailed look at why to respond to text, when to respond to text, and how readers might be invited to respond in authentic ways. All of the strategies are classroom tested, and the blackline masters offer powerful incentives for creative interactions.

Hoyt, Linda. Snapshots: Literacy Mini Lessons Upclose. Heinemann, 2000. Mini lessons provide strategic, focused instruction that children can put to immediate use.

Keene, Ellin Oliver and Susan Zimmerman. Mosaic of Thought. Heinemann, 1997. Mosaic proposes a new instructional paradigm focused on in-depth, explicit instruction in the strategies used by proficient readers. The authors take us beyond the traditional classroom into the literature based, workshop-oriented classrooms.

Lane, Barry. After the End: Teaching and Learning Creative Revision. Heinemann, 1993.

Marzano, Robert, Debra Pickering, and Jane Pollock. Classroom Instruction That Works: Research Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development, 2001.

McCarrier, Andrea, Irene C. Fountas, and Gay Su Pinnell. Interactive Writing: How Language and Literacy Come Together, K-2. Heinemann, 1999. Focuses on the early phases of writing and has special relevance to preK-2 teachers. The authors show how teachers can use interactive writing to teach a range of foundational literacy skills by sharing the pen with young writers.

Miller, Debbie. Reading With Meaning: Teaching Comprehension in the Primary Grades. Stenhouse, 2002. This book focuses on how best to teach strategies for comprehending text.

Parks, Brenda. Read It Again: Revisiting Shared Reading. Stenhouse, 2000.

Pinnell, Gay Su and Irene Fountas. Leveled Books for Readers, Grades 3-6: A Companion Volume to Guiding Readers and Writers. Heinemann, 2002.

Pinnell, Gay Su and Irene Fountas. Matching Books to Readers: Using Leveled Books in Guided Reading, K-3. Heinemann, 1999. This book provides comprehensive leveled reading lists.

Portalupi, Joann and Ralph Fletcher. Non-Fiction Craft Lessons: Teaching Information Writing K-8. Stenhouse, 2001.

Ray, Katie Wood. The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts). National Council of Teachers of English, 2001.

Rief, Linda. Seeking Diversity: Language Arts With Adolescents. Heinemann, 1992.

Robb, Laura. Teaching Reading in the Middle School. Scholastic, 2000.

Routman, Regie. Reading Essentials: The Specifics You Need to Teach Reading Well. Heinemann, 2003.

Strickland, Dorothy S. Supporting Struggling Readers and Writers: Strategies for Classroom Intervention, 3-6. Stenhouse, 2002.

Taberski, Sharon. On Solid Ground: Strategies for Teaching K-3. Heinemann, 2000.

Tovani, Cris and Ellin Keene. I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse, 2000.

Weaver, Constance. Teaching Grammar in Context. Boynton/Cook, 1996.

## **APPENDIX B**

### **Suggested Authors, Illustrators, and Works Reflecting Our Common Literary and Cultural Heritage**

The suggestions in this list constitute a core list of those authors, illustrators, or works that comprise the literary and intellectual capital drawn on by those who write in English, whether for novels, poems, nonfiction, newspapers or public speeches, in this country or elsewhere.

#### **Grades PreK-2**

##### **For reading, listening and viewing:**

Mother Goose nursery rhymes	Aesop's fables
Rudyard Kipling's <i>Just So Stories</i>	Selected Grimm and Hans Christian Andersen fairy tales

##### **Picture book authors and illustrators**

Edward Ardizzone	Ludwig Bemelmans
Margaret Wise Brown	John Burningham
Virginia Lee Burton	Randolph Caldecott
Edgar Parin and Ingri D'Aulaire	Wanda Gag
Theodore Geisel (Dr. Seuss)	Kate Greenaway
Shirley Hughes	Crockett Johnson
Ruth Kraus	Robert Lawson
Munro Leaf	Robert McCloskey
A.A. Milne	William Pene du Bois
Beatrix Potter	Maurice Sendak
Alice and Martin Provensen	Vera Williams
H.A. and Margaret Rey	Leo Lionni
Eric Carle	Marc Brown
Cynthia Rylant	Barbara Park
Bill Peat	Tomie de Paola
Steven Kellogg	Gail Gibbons
Marcus Pfister	Lee Bennett Hopkins
James Stevenson	Jack Prelutsky
Norman Bridwell	Arnold Lobel
Jan Brett	Shel Silverstein

#### **Grades 5-8**

In addition to the PreK-4 Selections

##### **Traditional literature:**

Grimm's fairy tales	French fairy tales	Aesop's fables
Tales by Hans Christian Andersen and Rudyard Kipling		
Greek, Roman or Norse myths		
Myths and legends of indigenous peoples of North America		
American folktales, myths, and legends		
Asian and African folktales and legends		
Stories about King Arthur, Robin Hood, Beowulf and Grendel, St. George and the Dragon		

**American authors or illustrators:**

Louisa May Alcott	Jean George	Howard Pyle
Lloyd Alexander	Virginia Hamilton	Ellen Raskin
Natalie Babbitt	Bret Harte	Marjorie Kinnan Rawlings
L. Frank Baum	Washington Irving	Elizabeth Speare
Nathaniel Benchley	Jack London	Booth Tarkington
Carol Ryrie Brink	L. M. Montgomery (Canadian)	James Thurber
Elizabeth Coatsworth	Sterling North	Mark Twain
Esther Forbes	Scott O'Dell	E.B. White
Paula Fox	Edgar Allan Poe	Laura Ingalls Wilder

**British and European authors or illustrators:**

James Barrie	Leon Garfield	Anna Sewell
Lucy Boston	Kenneth Grahame	William Shakespeare
Frances Burnett	C.S. Lewis	Johanna Spyri
Lewis Carroll	George MacDonald	Robert Louis Stevenson
Carlo Collodi	Edith Nesbit	Jonathan Swift
Daniel Defoe	Mary Norton	J.R.R. Tolkien
Charles Dickens	Philippa Pearce	T.W. White
Arthur Conan Doyle	Arthur Rackham	

**Poets:**

Stephen Vincent Benet	Rachel Field	Henry Wadsworth Longfellow
Rosemarie Carr Benet	Robert Frost	David McCord
Lewis Carroll	Langston Hughes	Ogden Nash
John Ciardi	Edward Lear	

**Grades 9-12**

In addition to the 5-8 Selections:

**Traditional and Classical literature:**

A higher level rereading of Greek mythology

Substantial selections from epic poetry: Homer's *Odyssey* and *Iliad*; Virgil's *Aeneid*

Classical Greek drama (Aeschylus, Sophocles, Euripides)

**Religious Literature:**

Bible – New Testament/Old Testament

Koran

Analects of Confucius

Buddhist scripture

Tao Te Ching

Book of the Hopi

Zen parables

Bhagavad-Gita

Book of Mormon

Native American Literature

The Sacred Tree

Lily

Black Elk Speaks

Land of the Spotted Eagle

Note: The religious literature listed above does not assume to be a complete list of all religions or religious literature. Other suggested religious writing is welcome. The books offered here are only suggested readings and should not be construed to suggest promotion of any religious teachings.

**American literature:**

Abraham Lincoln's Gettysburg address

Martin Luther King Jr.'s "Letter from Birmingham City Jail" or his "I Have a Dream" speech

John F. Kennedy's inaugural speech

William Faulkner's Nobel Prize Lecture

**Important Writers of the 18th and 19th Centuries:**

James Fenimore Cooper

Stephen Crane

Emily Dickinson

Frederick Douglass

Ralph Waldo Emerson

Benjamin Franklin

Nathaniel Hawthorne

Henry James

Thomas Jefferson

Herman Melville

Edgar Allan Poe

Henry David Thoreau

Mark Twain

Phillis Wheatley

Walt Whitman

**Important Writers of the First Half of the 20<sup>th</sup> Century:**

Henry Adams

James Baldwin

Arna Bontemps

Willa Cather

Kate Chopin

Countee Cullen

Ralph Ellison

William Faulkner

Jessie Fauset

F. Scott Fitzgerald

Charlotte Gilman

Ernest Hemingway

O. Henry

Langston Hughes

Zora Neale Hurston

Sarah Orne Jewett

James Weldon Johnson

Flannery O'Connor

Gertrude Stein

John Steinbeck

James Thurber

Jean Toomer

Booker T. Washington

Edith Wharton

Richard Wright

**Playwrights:**

Lorraine Hansberry

Lillian Hellman

Arthur Miller

Eugene O'Neill

Thornton Wilder

Tennessee Williams

August Wilson



**Poets:**

Elizabeth Bishop	Edgar Lee Masters	Theodore Roethke
e.e. cummings	Edna St. Vincent Millay	Wallace Stevens
Robert Frost	Marianne Moore	Alan Tate
T.S. Eliot	Sylvia Plath	Sara Teasdale
Robinson Jeffers	Ezra Pound	William Carlos Williams
Amy Lowell	John Crowe Ransom	
Robert Lowell	Edward Arlington Robinson	

**Immigrant Experience:**

Works about the European, South and East Asian, Caribbean, Central American, and South American immigrant experiences, (Ole Rolvaag, Younghill Kang, Abraham Cahan), the experiences of Native Americans, and slave narratives (Harriet Jacobs).

**British and European Literature:****Poetry:**

Selections from Chaucer's *Canterbury Tales*

Epic poetry: Dante and John Milton

Sonnets: William Shakespeare, John Milton, Edmund Spenser

Metaphysical poetry: John Donne, George Herbert, Andrew Marvel

Romantic poets: William Blake, Lord Byron, Samuel Taylor Coleridge, John Keats, Percy Bysshe Shelley, William Wordsworth

Victorian poetry: Matthew Arnold, Elizabeth Barrett Browning, Robert Browning, Dante Gabriel Rossetti, Alfred Lord Tennyson

Twentieth Century: W. H. Auden, A.E. Housman, Dylan Thomas, William Butler Yeats

**Drama:**

William Shakespeare

Anton Chekhov

Oscar Wilde

Henrik Ibsen

George Bernard Shaw

**Essays: (British)**

Joseph Addison

Sir Francis Bacon

Samuel Johnson in "The Rambler"

Charles Lamb

George Orwell

Leonard Woolf

**Essays: (Enlightenment)**

Voltaire

Diderot and other Encyclopedistes

Jean Jacques Rousseau

**Fiction:**

Selections from an early novel:

Miguel de Cervantes' *Don Quixote*

Henry Fielding's *Joseph Andrews*

Oliver Goldsmith's *The Vicar of Wakefield*

Selections from John Bunyan's allegory, *Pilgrim's Progress*

Satire, or mock epic, verse or prose: Lord Byron, Alexander Pope, Jonathan Swift

**19<sup>th</sup> century novels:**

Jane Austen  
Charles Dickens  
Thomas Hardy  
Leo Tolstoy

Emily Bronte  
Fyodor Dostoyevsky  
Victor Hugo

Joseph Conrad  
George Eliot  
Mary Shelley

**20<sup>th</sup> Century novels:**

Albert Camus  
Franz Kafka  
Virginia Wolfe

Andre Gide  
D. H. Lawrence

James Joyce  
Jean Paul Sartre

***Modified from Selected Annotated Resources provided by the Massachusetts Department of Education, Massachusetts English Language Arts Curriculum Framework, June 2001.***

## Contemporary Literature of the United States

(Note: The list below of PreK-8 includes writers and illustrators from other countries whose works are available in the United States.)

### Grades PreK-2:

Aliki (information: science and history)  
 Mitumasa Anno (multi-genre)  
 Edward Ardizzone (multi-genre)  
 Molly Bang (multi-genre)  
 Paulette Bourgeois (multi-genre)  
 Jan Brett (fiction; animals)  
 Norman Bridwell (fiction: *Clifford*)  
 Raymond Briggs (fiction)  
 Marc Brown (fiction: *Arthur*)  
 Marcia Brown (multi-genre)  
 Margaret Wise Brown (multi-genre)  
 Eve Bunting (multi-genre)  
 Ashley Bryan (folk tales, poetry: Africa)  
 Eric Carle (fiction)  
 Lucille Clifton (poetry)  
 Joanna Cole (informational)  
 Barbara Cooney (multi-genre)  
 Joy Cowley (multi-genre)  
 Donald Crews (multi-genre)  
 Tomie dePaola (multi-genre)

Leo and Diane Dillon (illus: multi-genre)  
 Tom Feelings (illus: multi-genre)  
 Mem Fox (fiction)  
 Don Freeman (fiction: *Corduroy*)  
 Gail Gibbons (informational: science and history)  
 Eloise Greenfield (multi-genre)  
 Helen Griffith (fiction)

Donald Hall (multi-genre)  
 Russell and Lillian Hoban (fiction: *Frances*)  
 Tana Hoban (informational)  
 Thacher Hurd (fiction)  
 Gloria Huston (fictionalized information)  
 Trina Schart Hyman (illus: multi-genre)  
 Ezra Jack Keats (fiction)

Steven Kellogg (fiction)  
 Reeve Lindberg (multi-genre)  
 Leo Leonni (fiction: animal)  
 Arnold Lobel (fiction: animal)  
 Gerald McDermott (folktales)  
 Patricia McKissack (informational)  
 James Marshall (fiction: *Fox*)  
 Bill Martin (fiction)  
 Mercer Mayer (fiction: *Little Critter*)  
 David McPhail (fiction: *Bear*)  
 Else Holmelund Minarik (fiction: *Little Bear*)  
 Robert Munsch (fiction)  
 Jerry Pinkney (informational: Africa)  
 Patricia Polacco (fiction: multi-ethnic)  
 Jack Prelutsky (poetry)  
 Faith Ringgold (fiction)  
 Glen Rounds (fiction: west)  
 Cynthia Rylant (poetry, fiction)  
 Allen Say (multi-genre)  
 Marcia Sewall (fiction: informational: colonial America)  
 Marjorie Sharmat (fiction: *Nate, Duz*)  
 Peter Spier (informational: history)  
 William Steig (fiction)  
 John Steptoe (fiction)  
 Tomi Ungerer (fiction)

Chris Van Allsburg (fiction)  
 Jean van Leeuwen (fiction: *Amanda Pig, others*)  
 Judith Viorst (fiction: *Alexander, others*)  
 Rosemary Wells (fiction: *Max, others*)  
 Vera Williams (fiction: realistic)  
 Ed Young (folktales)  
 Margot and Harve Zemach (fiction, folktales)  
 Charlotte Zolotow (fiction)

### Grades 3-4

In addition to the PreK-2 selections:

Joan Aiken (fiction: adventure/fantasy)	Marguerite Henry (fiction: horse stories)
Lynne Reid Banks (fiction: adventure/fantasy)	Johanna Hurwitz (multi-genre)
Raymond Bial (informational: photo-essays)	Peg Kehret (multi-genre)
Judy Blume (fiction: realistic)	Jane Langton (fiction: mystery)
Eve Bunting (multi-genre)	Kathryn Lasky (multi-genre)
Joseph Bruchac (fiction: historical)	Jacob Lawrence (illustrator)
Ashley Bryan (folktales: poetry)	Patricia Lauber (informational: science: social studies)
Betsy Byars (fiction: realistic)	Julius Lester (multi-genre)
Ann Cameron (folktales)	Gail Levine (fiction: fantasy: realistic)
Andrew Clements (fiction: realistic)	David Macaulay (informational: social studies and science)
Shirley Climo (folktales)	Patricia MacLachlan (fiction: historical)
Eleanor Coerr (fiction: historical)	Mary Mahy (fiction)
Paula Danziger (fiction: realistic)	Barry Moser (illustrator)
Walter Farley (fiction: horses)	Patricia Polacco (fiction: multi-ethnic)
John Fitzgerald (fiction: Great Britain)	Daniel Pinkwater (fiction: humorous)
Louise Fitzhugh (fiction: realistic)	Jack Prelutsky (poetry)
Paul Fleischman (fiction: realistic)	Louis Sachar (fiction: humorous)
Sid Fleischman (fiction: humorous)	Alvin Schwartz (short stories: suspense)
Mem Fox (fiction)	John Scieszka (fiction: humorous: adventure)
Jean Fritz (fiction: historical: nonfiction: Autobiography)	Shel Silverstein (poetry)
John Reynolds Gardiner (fiction: realistic)	Seymour Simon (informational: science)
James Giblin (nonfiction: biography: history)	Mildred Taylor (fiction: historical)
Patricia Reilly Giff (fiction: realistic historical)	Ann Warren Turner (fiction: historical)
Jamie Gilson (fiction: realistic)	Mildred Pitts Walter (multi-genre)
Paul Goble (folktales)	

## Grades 5-8

In addition to the PreK-4 selections:

Isaac Asimov (science fiction)	M.E. Kerr (fiction: realistic)
Avi (multi-genre)	E.L. Konigsburg (fiction: realistic)
James Berry (fiction)	Kathryn Lasky (multi-genre)
Nancy Bond (fiction: fantasy)	Madeleine L'Engle (fiction: fantasy)
Ray Bradbury (science fiction)	Ursula LeGuin (fiction: fantasy)
Bruce Brooks (fiction)	Robert Lipsyte (fiction: realistic)
Joseph Bruchac (fiction: historical)	Lois Lowry (fiction)
Alice Childress (fiction: realistic)	Anne McCaffrey (fiction: fantasy)
Vera and Bill Cleaver (fiction)	Robin McKinley (fiction: fantasy)
James and Christopher Collier (fiction: historical)	Patricia McKissack (informational: history)
Caroline Coman (fiction: realistic)	Margaret Mahy (fiction: realistic)
Susan Cooper (fiction: fantasy)	Albert Marrin (biography)
Robert Cormier (fiction)	Milton Meltzer (informational: history: biography)
Bruce Coville (fiction: fantasy)	Jim Murphy (informational: history)
Sharon Creech (fiction: realistic)	Phyllis Reynolds Naylor (fiction: realistic)
Chris Crutcher (fiction)	Naomi Nye (poetry: fiction)
Christopher Paul Curtis (fiction: historical)	Richard Peck (poetry: fiction)
Karen Cushman (fiction: historical)	Daniel Pinkwater (fiction: humorous)
Michael Dorris (fiction)	Philip Pullman (fiction: fantasy)
Paul Fleischman (poetry: fiction)	Ellen Raskin (fiction: mystery)
Russell Freedman (biography)	J.K. Rowling (fiction: fantasy)
Jack Gantos (fiction: humorous)	Cynthia Rylant (short stories: poetry)
Sheila Gordon (fiction: Africa)	Louis Sachar (fiction: humorous: realistic)
Bette Greene (fiction)	Isaac Bashevis Singer (fiction: historical)
Rosa Guy (fiction: realistic)	Gary Soto (fiction)
Mary Downing Hahn (fiction)	Mildred Taylor (historical fiction)
Joyce Hansen (fiction)	Theodore Taylor (fiction: historical)
James Herriot (informational: animals)	Yoshiko Uchida (fiction: historical: nonfiction)
Karen Hesse (fiction: historical: fanciful)	Cynthia Voigt (fiction: realistic: fantasy)
S.E. Hinton (fiction: realistic)	Yoko Kawashima Watkins (fiction: historical)
Felice Holman (fiction: historical: realistic)	Janet Wong (poetry)
Irene Hunt (fiction: historical: realistic)	Laurence Yep (fiction)
Paul Janeczko (poetry)	Jane Yolen (fiction: fantasy)
Angela Johnson (fiction)	Paul Zindel (fiction: realistic)
Diana Wynne Jones (fiction: fantasy)	
Norton Juster (fiction: fantasy)	

Teachers are also encouraged to select books from the following awards, past or present:

The Newberry Medal  
The Caldecott Medal

ALA Notable Books  
The Boston Globe-Horn Book Awards

## **Grades 9-12 Contemporary American Literature**

### **Fiction:**

James Agee	Jamaica Kincaid	Jane Smiley
Sholom Aleichem	Maxine Hong Kingston	Betty Smith
Maya Angelou	Jon Karkauer	Cynthia Leitich Smith
Saul Bellow	Harper Lee	Virginia Driving Hawk Sneve
Judy Blume	Bernard Malamud	Carol Snyder
Joseph Bruchac	Carson McCullers	Gary Soto
Pearl Buck	Toni Morrison	Wallace Stegner
Raymond Carver	Kent Myers	Amy Tan
John Cheever	Keiko Narahashi	Mildred Taylor
Sandra Cisneros	Kathleen Norris	Joyce Carol Thomas
Arthur C. Clarke	Naomi Shihab Nye	Anne Tyler
Floyd Cooper	Joyce Carol Oates	Yoshiko Uchida
Linda Crew	Dan O'Brien	John Updike
E.L. Doctorow	Tim O'Brien	Kurt Vonnegut, Jr.
Black Elk	Edwin O'Connor	Alice Walker
Louise Erdrich	Cynthia Ozick	Robert Penn Warren
Nicholas Gage	Mitali Perkins	Eudora Welty
Ernest K. Gaines	Patricia Polacco	Thomas Wolfe
Sherry Garland	Chaim Potok	Tobias Wolff
Alex Haley	Reynolds Price	Chuck Woodward
Linda Hasselstrom	Annie Proulx	Paul Yee
Joseph Heller	J.D. Salinger	Anzia Yezierska
Yumi Heo	William Saroyan	
Paul Higbee	May Sarton	
William Hoffman	Ayn Rand	
John Irving	Faith Ringgold	
Clara Isaacso	Richard Rodriguez	
William Kennedy	Leo Rosten	
Ken Kesey	Saki	

## **Grades 9-12 Contemporary American Literature (continued)**

### **Poetry:**

Claribel Alegria	Richard Eberhart	Mary Tall Mountain
Julia Alvarez	Martin Espada	Sylvia Plath
A.R. Ammons	Allen Ginsberg	Anna Quindlen
Maya Angelou	Louise Gluck	Ishmael Reed
John Ashberry	John Haines	Adrenne Rich
Jimmy Santiago Baca	Donald Hall	Theodore Roethke
Amirai Baraka (LeRoi Jones)	Robert Hayden	Anne Sexton
Elizabeth Bishop	Anthony Hecht	Karl Shapiro
Robert Bly	Randall Jarrell	Gary Snyder
Louise Bogan	June Jordan	William Stafford
Arna Bontemps	Galway Kinnell	Mark Strand
Gwendolyn Brooks	Stanley Kunitz	May Swenson
Sterling Brown	Philip Levine	Margaret Walker
Hayden Carruth	Audrey Lord	Richard Wilbur
J.V. Cunningham	Amy Lowell	Charles Wright
Rita Dove	Robert Lowell	Elinor Wylie
Alan Dugan	Louis MacNeice	
	James Merrill	

### **Essay/Nonfiction (Contemporary and Historical)**

Edward Abbey	Henry Louis Gates, Jr.	Samuel Eliot Marison
Susan B. Anthony	Doris Goodwin	Lance Morrow
Russell Baker	Stephen Jay Gould	Bill Moyers
Ambrose Bierce	John Gunther	John Muir
Carol Bly	John Hersey	Anna Quindlen
Dee Brown	Edward Hoagland	Chet Raymo
Art Buchwald	Helen Keller	Richard Rodriguez
William F. Buckley	William Least Heat Moon	Eleanor Roosevelt
Rachel Carson	Barry Lopez	Franklin D. Roosevelt
Margaret Cheney	J. Anthony Lukas	Theodore Roosevelt
Marilyn Chin	Mary McCarthy	Carl Sagan
Stanley Crouch	Edward McClanahan	William Shirer
Joan Didion	David McCullough	Shelby Steele
Annie Dillard	John McPhee	Lewis Thomas
W.E.B. DuBois	William Manchester	Cornell West
Gretel Ehrlich	H.L. Menken	Walter Muir Whitehill
Loren Eiseley	N. Scott Momaday	Malcolm X

## **Grades 9-12 Contemporary American Literature (continued)**

### **Drama:**

Edward Albee  
Robert Bolt  
Jerome Lawrence

Robert E. Lee  
Archibald MacLeish  
Terrence Rattigan

Ntozake Shange  
Neil Simon  
Orson Wells

***Modified from Selected Annotated Resources provided by the Massachusetts Department of Education, Massachusetts English Language Arts Curriculum Framework, June 2001.***



## Bloom's Taxonomy of Thinking Skills

Category	Knowledge Information Gathering	Comprehension Confirming	Application Making Use of Knowledge	Analysis (Higher Order) Taking Apart	Synthesis (Higher Order) Putting Together	Evaluation (Higher Order) Judging the Outcome
<b>Description</b> The skills demonstrated at this level are those of:	<input type="checkbox"/> Observation and recall of information <input type="checkbox"/> Knowledge of dates, events, places <input type="checkbox"/> Knowledge of major ideas <input type="checkbox"/> Mastery of subject matter	<input type="checkbox"/> Understanding information <input type="checkbox"/> Grasping meaning <input type="checkbox"/> Translating knowledge into new context <input type="checkbox"/> Interpreting facts, comparing, contrasting <input type="checkbox"/> Ordering, grouping, inferring causes <input type="checkbox"/> Predicting consequences	<input type="checkbox"/> Using information <input type="checkbox"/> Using methods concepts, theories in new situations <input type="checkbox"/> Solving problems using required skills or knowledge	<input type="checkbox"/> Identification of patterns <input type="checkbox"/> Organization of parts <input type="checkbox"/> Recognition of hidden meanings <input type="checkbox"/> Identification of components	<input type="checkbox"/> Using old ideas to create new ones; <input type="checkbox"/> Generalizing from given facts; <input type="checkbox"/> Relating knowledge from several areas; <input type="checkbox"/> Predicting, drawing conclusions	<input type="checkbox"/> Comparing and discriminating between ideas <input type="checkbox"/> Assessing value of theories, presentations <input type="checkbox"/> Making choices based on reasoned argument <input type="checkbox"/> Verifying value of evidence <input type="checkbox"/> Recognizing subjectivity
<b>What the student does</b>	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Student translates, comprehends, or interprets information based on prior learning.	Student selects, transfers, and uses data and principles to complete a problem or task.	Student distinguishes, classifies, and relates the assumptions, hypothesis, evidence or structure of a statement or question.	Student originates, integrates, and combines ideas into a product, plan, or proposal that is new to him or her.	Student appraises, assesses, or critiques on a basis of specific standards and criteria.
<b>Sample Trigger Words</b>	<ul style="list-style-type: none"> <li>collect</li> <li>define</li> <li>describe</li> <li>examine</li> <li>identify</li> <li>label</li> <li>list</li> <li>name</li> <li>quote</li> <li>repeat</li> <li>tabulate</li> <li>tell</li> <li>what</li> <li>when</li> <li>where</li> <li>who</li> </ul>	<ul style="list-style-type: none"> <li>associate</li> <li>compare</li> <li>contrast</li> <li>describe</li> <li>differentiate</li> <li>discuss</li> <li>distinguish</li> <li>estimate</li> <li>explain</li> <li>extend</li> <li>illustrate</li> <li>interpret</li> <li>paraphrase</li> <li>predict</li> <li>summarize</li> </ul>	<ul style="list-style-type: none"> <li>apply</li> <li>calculate</li> <li>change</li> <li>classify</li> <li>complete</li> <li>compute</li> <li>construct</li> <li>demonstrate</li> <li>discover</li> <li>examine</li> <li>experiment</li> <li>illustrate</li> <li>modify</li> <li>relate</li> <li>show</li> <li>solve</li> <li>use</li> </ul>	<ul style="list-style-type: none"> <li>analyze</li> <li>arrange</li> <li>categorize</li> <li>classify</li> <li>compare</li> <li>connect</li> <li>contrast</li> <li>divide</li> <li>explain</li> <li>infer</li> <li>order</li> <li>select</li> <li>separate</li> </ul>	<ul style="list-style-type: none"> <li>combine</li> <li>compose</li> <li>create</li> <li>design</li> <li>develop</li> <li>formulate</li> <li>generalize</li> <li>hypothesize</li> <li>integrate</li> <li>invent</li> <li>modify</li> <li>plan</li> <li>prepare</li> <li>rearrange</li> <li>rewrite</li> <li>substitute</li> <li>what if</li> </ul>	<ul style="list-style-type: none"> <li>argue</li> <li>assess</li> <li>compare</li> <li>conclude</li> <li>convince</li> <li>critique</li> <li>decide</li> <li>discriminate</li> <li>explain</li> <li>grade</li> <li>judge</li> <li>justify</li> <li>measure</li> <li>predict</li> <li>rank</li> <li>recommend</li> <li>select</li> <li>summarize</li> <li>support</li> <li>test</li> </ul>
<b>Sample Task(s)</b>	Name the food groups and at least two items of	Write a sample menu for breakfast, lunch, or dinner	Construct a questionnaire of 10 questions would you	Prepare a report about what the people in this	Create a song and dance to sell bananas.	Make a booklet about 10 important eating

	food in each group.  Make an acrostic poem about healthy food.	using the food group guide.	ask shoppers in a supermarket if you were doing a survey of what food they eat.	class eat for breakfast.		habits that would be suitable for the whole school to follow in order to eat correctly.
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**Example Product List:** Products that can be used to demonstrate application of Thinking Skills Framework

Advertisement Annotated bibliography Art gallery Biography Blueprint Board game Book cover Bulletin board Card game Chart Collage Collection with illustration Collection with narrative Comic strip Computer program Crossword puzzle	Debate Detailed illustration Diary Diorama Display Drama Dramatic monologue Editorial Essay Experiment Experiment log Fable Fact file Fairy tale Family tree Glossary	Graph Graphic design Greeting card Illustrated story Journal Labeled diagram Large scale drawing Lecture Letter Letter to the editor Lesson Line drawing Magazine article Map Map with legend Mobile	Monograph Museum exhibit Musical composition News report Pamphlet Pattern with instructions Photo essay Picture dictionary Poem Poster Reference file PowerPoint presentation Survey Transparency/overhead Vocabulary list Written report
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